



HARBOR HAPPENINGS

2002 EDITION, VOLUME 3

AN OPEN LETTER TO OUR HRC COMMUNITY ABOUT CALIFORNIA'S CONTINUING FISCAL CRISIS

*Mariano Sanz
President, HRC Board of Trustees,
and HRC Parent*

This is a difficult time for everyone in California who depends upon state-funded services and supports. Harbor Regional Center has not been spared from this challenge. All of us, including the Board, Staff, Clients, and Families, will face difficult financial challenges together in the coming year. I want to personally express my appreciation for the support demonstrated by our community.

As a result of California's Budget deficit we have been required by law to cut our expenditures by a great deal of money, almost \$1.8 million from purchase of services this year. At the same time, our regional center client population is growing faster than ever. Our community has worked together, and developed a plan for fair and cost-effective delivery of necessary services. Our service providers have been especially generous in looking for ways to maintain services to clients within the decreased budget available. We can't thank them enough.

Reports from Sacramento continue to predict that the economy will not recover fast enough, and revenues coming in to the state from taxes and other sources will not increase enough this year to resolve the budget problems, and so the budget deficit will probably be larger next

CALIFORNIA'S BUDGET CRISIS IMPACTS REGIONAL CENTER SERVICES

*Patricia Del Monico
Executive Director*

The State of California is currently in the midst of the deepest financial crisis in its history. Due to the economic downturn our State has experienced, the revenue which California has available is at least \$24 billion short of the total needed to fund the State budget this year. The State Constitution requires that the Governor and the Legislature pass a balanced budget, meaning that they had to either raise taxes or cut spending. Although the State Constitution also required that the budget be passed by July 1st for the 2002-2003 fiscal year, it took until August 31st for the Legislature to finally agree on how to balance this year's budget. And it wasn't until September 5th that the Governor finally signed the budget bill.

In the meantime, during the months of July and August of this fiscal year, state-funded programs such as the regional centers received no funds for continued operations. Regional centers borrowed money from their banks to continue operating and paying service providers for the services they provide to clients and families, and most came frighteningly close to running out of money. Harbor Regional Center was fortunate in the sense that we had an approved line of credit which saved our own community from having to face that immediate crisis. However, since regional centers must pay interest like everyone else, use of

(continued on page 7)

(continued on page 2)

*California's Budget Crisis
Impacts Regional Center Services
(continued from page 1)*

bank loans is a costly endeavor. Regional center clients, families, and service providers throughout the state faced terrible uncertainty while we awaited word on the budget.

Now that the budget for 2002-2003 has been passed, we are faced with the reality of a significantly reduced budget. The Budget Act includes, at the least, a statewide reduction of \$52 million (but early projections by all regional centers appear to indicate that the budget may be tens of millions of dollars further in deficit). Harbor Regional Center's share of the \$52 million reduction to the purchase of services budget is \$1,796,583.00. And the budget act has required that all regional centers develop Expenditure Plans that result in adjustments to purchase of services expenditures in order to accommodate the budget reduction. Throughout the summer we held both formal and informal meetings to gather ideas from clients, parents, service providers, and staff, and we presented our proposed Expenditure Plan at community meetings in late August.

We cannot begin to express our appreciation for the high level of community cooperation we experienced in developing this Expenditure Plan. All of the following Expenditure Plan proposals were supported in community meetings, with modifications made to a few of the proposals in response to community input:

Extended Holiday Schedule – Six holidays to be added to the current uniform holiday schedule for Adult Day Activities, Center-based Programs for Infants and Toddlers, Home-based Programs for Infants and Toddlers, and Transportation

to these Center-based Programs. In response to the community input we received, we obtained additional input from parents and service providers regarding the best times to schedule these holidays. (See holiday schedule on page 15 of this issue.)

Increasing Use of Public Transportation Services – HRC hopes to assist at least 40 adult clients who are eligible and who agree to use Access Services – the county para-transit provider of a curb-to-curb service called *Steady Ride* – from home to work or day activity program, instead of the more costly contract transportation provider. In response to community input, HRC will also assist clients who have restricted status for Access Services to have their eligibility status reviewed.

Increase Use of Day Program Providers for Transportation Services – HRC recently encouraged adult day activity service providers to enhance their services by acquisition of passenger vans to be used for community activities during the program day. HRC has arranged with at least six of these service providers to provide the additional service of round trip transportation to and from the program site, instead of using the more costly transportation provider.

Negotiated Rates for Supported Living Services – During a focus group meeting, supported living service providers raised two proposals. The first was a modest rate discount. The second was a recommendation to establish a new level of service for at least 30 clients who agree that they need less frequent supports.

Negotiated Rates for Non-Medical Respite – HRC has negotiated with agencies who provide respite workers to families to provide a rate discount.

(continued on page 3)

*California's Budget Crisis
Impacts Regional Center Services
(continued from page 2)*

Increase Access to Generic Services –

In partnership with clients and families, generic services including public schools, Department of Health Services waiver programs, and private insurance will be pursued as funding options to the fullest extent possible. In response to community input, HRC will explore whether additional savings can be achieved by providing vouchers to parents for diaper purchase.

Other Efficiencies – HRC will pursue other possibilities including: the development of alternative service delivery options such as groups, negotiations with additional service providers for rate discounts, and the implementation of semi-monthly service starts for non-emergency services.

Even though care has been given to maintain necessary services for our clients and families, achievement of the required savings of almost \$1.8 Million dollars in purchase of services, along with additional reductions to regional center operations funds, will be very challenging for everyone. And, at this writing, we are in the process of notifying the Department of Developmental Services that our actual current year deficit may be millions of dollars more if we do not receive additional dollars in the next revision to our contract. Next fiscal year we are likely to face even greater challenges. The state funding of regional centers is directly related to our ability to provide necessary services and supports to our clients and families. While this year's cut to regional center purchase of services is equivalent to

about 3%, the Governor has directed all State Department Directors to prepare budgets for 2003-2004 with 20% across-the-board cuts. Harbor Regional Center believes that it will not be possible to make further cuts to services than we have already identified.

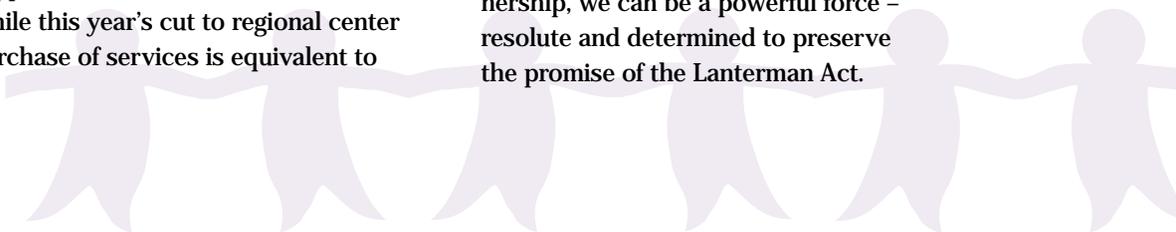
What Can You Do?

We will do our best to keep you informed about the budget and related developments. One way you can receive timely information by e-mail, is by contacting Nancy Spiegel, Director of Information and Development, at Nancy@hddf.com and requesting to be added to the HRC network e-mail list.

You can make your feelings known to your elected officials in the Senate and Assembly and to the Governor. Tell them how much the services and supports provided by the regional center mean to you and your family member with a developmental disability, and what it would mean to you if these services and supports were no longer available. You can find a listing of your State Assembly, Senate, and Governor's Office addresses in the government pages of your local phone book, or ask your HRC Counselor for a list.

When you meet for your Individual/Family Service Plan session this year, think about whether we could work together to obtain some needed services from a generic resource like private insurance, or whether you could partner with us for the cost of any particular service in some way.

As long as we continue to work in partnership, we can be a powerful force – resolute and determined to preserve the promise of the Lanterman Act.



HELPING YOUR CHILD MAKE FRIENDS



*(top photo)
The Buddy Club
girl's group enjoy a
play date with a
picnic and lots
of laughs.*

*(bottom photo)
Kid Talk*

*participants discuss
feelings during a
class session.*



Whether it's a trip to the movies or a sleep-over, friends are a natural part of childhood and an important part of your child's development. Harbor Regional Center recognizes that some children with developmental disabilities are precluded from participation in typical social activities because they feel uncomfortable or lack understanding in social situations.

There are several programs available to help children learn social skills. Pediatric Therapy Network's *Buddy Club* and LifeStep's *Getting Hip* are two that teach children social skills using a combination of group settings and community outings. *Kid Talk*, a program from the Children's Speech Care Center, uses a group setting that is language-based to facilitate social

skills. All these programs offer the tools to help narrow the gap between the social skills of children with developmental disabilities and their nondisabled peers.

All three also use a method called *social stories*. Social stories help children with autism to understand social situations, and thus interact more appropriately. During a group at the Getting Hip program, kids might discuss what kinds of social situations they participated in the week before, how the other children treated them, and what they could have done differently or did correctly. Instruction at Getting Hip is centered around topics such as how to manage bullies, anger management, and how not to be gullible, as well as basic skills such as recognizing body space and how to give handshakes.

The Buddy Club frequently uses videos to facilitate learning. As Program Coordinator Danette Piantanida explains, "Some children with disabilities don't always get accurate feedback from their bodies and will stand too close, talk much louder than anyone else, or go on and on about a limited topic." After watching themselves during a group, children are able to better understand the things they need to work on.

A unique part of the Buddy Club program is the *play date* which each child and family is expected to host. With the help of Buddy Club staff, who assist parents with ideas and suggestions to help control the environment for success, a date is set for each child to have friends over for an afternoon of fun. For Tammy Stark, who recently hosted a play date at her home, Buddy Club has been an "extremely positive" experience for both her daughter Emily and herself. Emily, who is nine years old, has difficulty distinguishing what is appropriate conversation, and tends to leave a social situation when it becomes uncomfortable. The

(continued on page 5)

*Helping Your Child Make Friends
(continued from page 4)*

Buddy Club is helping Emily become accountable for her behaviors in social situations and expand her ability to converse and be a part of a group. Her mother has noticed changes. "Emily will now tell me what's appropriate in conversation," Tammy explains, "though she still will, on occasion, have to be redirected to stay with a group of friends when she becomes distracted or uncomfortable. Overall she has improved greatly."

According to Bob Turner, Getting Hip Program Director, "Getting Hip is a fun social learning program that teaches kids how to recognize and express their needs and feelings and understand how others feel." The program is open to adolescents and young adults ages 8-21. During the end of class, kids are allowed free time for unstructured social interactions and will frequently play games or sports.

Jennifer Sudol attends the program and says that she hangs with her new friends outside the group, and they frequently call each other on the phone. Travis Jenkin thinks that he now gets along with others better because of the things he has learned from Getting Hip.

"Kid Talk employs a modification of the *Skills Streaming Series* using early language concepts and relating them to social concepts to develop social and play skills," explains Lynne Alba, Director of Children's Speech Care Center. Kid Talk is driven by the child with each group's curriculum designed according to specific social skills that the group needs to learn. If there is a need for specialized groups, Lynne will try hard to accommodate. The focus of the Kid Talk program is to assist children in developing and/or maintaining peer friendships and interactions, facilitate overall verbal and nonverbal communication, as well as foster improved social interaction and play skills.



For Yvonne Beck, whose son Matthew attends Kid Talk, the program has allowed Matthew to learn how to have conversations with same age peers. Yvonne relates, "The program provides highly-trained staff that is committed and understands the needs of my child. I also appreciated the initial intake interview for the purpose of placing children in groups that will facilitate success." The social groups are intended for children ages 4-12.

For more information on these or other social skills training programs in your area, speak to your HRC Counselor. For information about social and recreational programs in your area, you can access the HRC Social Recreation Guide on the web at www.HarborRC.org, at the HRC Resource Center or request a copy from your HRC Counselor.

*(top photo)
Meeting at Getting
Hip has provided a
lasting friendship for
this group of kids.*

*(bottom photo)
Painting pots and
just hanging out is
a lot more fun with
a friend.*

AREA PROGRAMS ASSIST PARENTS WITH AFTER-SCHOOL NEEDS

There are many worries for parents, among the most challenging being who will care for their child while they are at work. For some children with developmental disabilities, medical concerns or behaviors can become a major stumbling block in obtaining good after-school care.

Harbor Regional Center has helped to develop new and appropriate options to meet a family's need for good after-school care for their child.

AbilityFirst recently expanded the Long Beach Center to create a new children's activity space. Last year the after-school

enrichment pro-

gram developed a formal program design moving the program beyond just offering childcare to promote the social, recreational and independent skill development of each participant. Participants can now choose daily from a variety of activities including adaptive recreation, computer training, ceramics and other forms of art, as well as music, drama, and the development of skills leading to the transition to adulthood. AbilityFirst offers parents several different daycare options. There is the after-school program for all children with developmental disabilities, as well as a program especially for children who have

considerable medical needs such as G-tubes, seizures, or tracheotomy. These children, while interacting with all the children attending the program and participating, when appropriate, in the same curriculum are also provided with LVN nurse supervision. The AbilityFirst program accepts children from ages five to twenty-two and designs groups around the ages and needs of participants.

Another innovative program is the collaborative effort by Arts & Services for the Disabled (ASD) and the Los Cerritos YMCA. This unique program offers working parents an after-school program that also integrates children with disabilities with nondisabled peers. The primary purpose of sharing the locations and facilities of these two programs is to foster understanding and cooperation between children with and without disabilities by integrating them into all activities, regardless of their ability. The goal of this program is to enrich the education of all children by providing opportunities to participate in fun and educational after-school creative arts activities which are fully inclusive. Program components focus on development of the individual child by providing supervised goal-directed activities in recreation, the creative arts (music, dance, drama, drawing, painting, ceramics), games, occasional field trips, and study time. The creative arts curriculum provides an environment where all children can achieve. This program is designed for children between ages six to sixteen. Children that may have extra needs such as feeding or toilet needs are welcome.

You can obtain more information on these and other after-school programs by speaking with your HRC Counselor. AbilityFirst can be contacted at (562) 426-6161 and Arts & Services for the Disabled at (562) 982-0247.



*(top photo)
Orion Stone, Sky
Vavonese, and
Krystle Island enjoy
participation in an
art project at the
Arts & Services for
the Disabled After-
School Program at
the Cerritos YMCA.*

*(bottom photo)
AbilityFirst
staff member Aaron
Reyes helps
Michael Esquivel
with a favorite
puzzle.*

*An Open Letter to Our HRC Community
About California's Continuing Fiscal Crisis
(continued from page 1)*

year. Governor Davis has asked all state departments to develop budgets for 2003-2004 with 20% reductions in all areas.

In view of this grim scenario, we all need to keep our expectations realistic about

what the regional center can provide. We must also continue to work together under these difficult circumstances, stay informed, and advocate for sufficient resources wherever possible. Thank you for your continuing understanding and support.

RECOGNIZING EXTRA EFFORT!

Would you like to recognize someone at Harbor Regional Center for their efforts?

HRC is dedicated to providing **support, information** and **choices** to our clients and their families. Our staff, from the receptionists to our psychologists, strive to demonstrate our core values through their interactions with you.

You can help us recognize those individuals who, through their actions, have provided you with outstanding care and service. When you see an HRC staff member who is **demonstrating respect by treating people considerately, working collaboratively, looking for ways to be helpful, responding quickly and explaining any delays, listening, sharing information, or any other assistance you found helpful**, simply fill in this form and mail it to: **Kathy Scheffer, Public Information Specialist, 21231 Hawthorne Blvd., Torrance, CA 90503 or by e-mail at Kathryns@hddf.com**

We will make sure that the HRC Counselor, support staff, clinical staff, Resource Center staff or other members of the HRC team receive your note along with our special recognition.

Name of person you wish to recognize: _____

Your name: _____

How that person demonstrated outstanding service or fulfillment of our core values: _____

We appreciate your support in helping us acknowledge these outstanding individuals.

DONATIONS HELP OTHERS IN NEED

Every year the Harbor Help Fund receives donations from businesses, corporations, HRC clients, service providers, HRC employees and other generous individuals. The fund is used for emergencies, equipment, and to assist disadvantaged families during the holiday season. The holiday season is especially hard on some Harbor Regional Center families who can find it difficult to adequately feed and clothe their children.

To make the Holiday season a little brighter for these

families, Harbor Regional Center has consistently worked with community partners on many different types of programs. A portion of the money donated to the Harbor Help Fund is also used for this purpose.



Always trying to help others in need earned Mary Jo McCoy a wonderful award from HOPE for her generosity.

The largest portion of donations received for the Harbor Help Fund is from individual donors. Year after year, Harbor Regional Center families and clients have donated to Harbor Help Fund, as well as other valuable programs such as Home Ownership for Personal Empowerment (HOPE). Mary Jo McCoy is one such client who strongly believes in giving back. Mary Jo learned the spirit of giving from her family who bought Christmas trees and gifts for families in need every year during the holidays. Mary Jo continues this spirit by donating to both the Harbor Help Fund and HOPE every year. In fact, Mary Jo received an award from HOPE last year because of her generosity. She is truly an example of a caring individual that, as she says, "Knowing that I'm helping other people makes me happy."

With the holiday season fast approaching, HRC would like to thank everybody who donates to the Harbor Help Fund, and because the number of families in need continues to grow, to encourage you to donate whatever you can for this coming holiday season. Donations can be sent to Harbor Help Fund, 21231 Hawthorne Blvd., Torrance, 90503. The fund also takes MasterCard or Visa donations. Thank you for your generosity.

THANK YOU FOR YOUR GENEROUS SUPPORT! Please fill out the information below and enclose your tax-deductible contribution payable to: **Harbor Help Fund**. Mail to: Harbor Regional Center, P.O. Box 2930, Torrance, CA 90509-9931.

Name _____

Address _____

City _____ Zip _____ Telephone _____

Enclosed is my donation of \$ _____ Check Money Order

Charge to my account: VISA MasterCard

Account number _____ Expiration date _____

Print name as it appears on credit card _____

Signature as it appears on the credit card _____

HRC Client/Family Vendor/Service Provider Friend (not HRC client)

Client focus

Starr Hart likes to express herself and her hopes for the future through the written word. In one of her stories, Starr describes how, when she was two years old, she was diagnosed with cerebral palsy and the doctor summarily told her grandmother that her life, “would only consist of moving from a wheelchair to a bed.” Happily, this prediction has not come true. Instead Starr is an independent young woman who has accomplished many things and continues to work on her dreams for the future. She is sure with continued hard work and dedication those hopes and dreams will become a reality. Starr writes about her diagnoses, “I didn’t understand the effect my diagnosis would have on my life until I was six years old. This was the beginning of many operations and the realization that I had many limitations and couldn’t run, jump, or ride a bike like the other kids. I remember vividly wanting to be like the rest of the children that I saw experiencing all those things that I wanted to do. It wasn’t until I was entering into my teens that I realized that despite my cerebral palsy, I could live life to the fullest and the sky was the limit. I came to believe that despite my limitations I could do anything that others could do with a lot of hard work and determination.”

Growing up as a child was not always easy for Starr, but she never lacked encouragement at home. Living with her grandmother or her Aunt Diane, she was always expected to be independent and do chores such as keeping her bedroom

and bathroom clean, laundry, and help grocery shop. Role models, such as Helen Keller, were openly discussed to show Starr how other people with disabilities had accomplished many wonderful things in their lives.

During Starr’s school years her aunt would advise her on how to deal with her disability and other children’s reaction to it. Starr’s family felt that preparing her in advance for different situations was important and they would role play scenarios to help Starr respond. She learned to just be honest and answer questions instead of getting angry or crying. There was always the expectation she would someday live on her own, and her aunt worked with her to learn the skills she would need such as the value of money, comparison shopping and paying bills. Four years ago, Starr moved into her own apartment and though she was very excited, Starr also relates that she was, “a little scared.” The supported living services she receives through Harbor Regional Center and the continued support of her family made the transition easier, and now Starr loves the independence and self-esteem she has gained from living on her own.



Starr Hart shows some of the wonderful art projects she incorporates when she is working with children.

(continued on page 12)

BEING AN EFFECTIVE MEMBER OF YOUR CHILD'S IEP TEAM

By Sharon A. Shueman, Ph.D.

When your child is in school, your knowledge and involvement are important. The Individuals with Disabilities Education Act (IDEA) is the law that governs the IEP process and strongly emphasizes the importance of involving parents in the education of their children with disabilities.

Parents should be involved in all aspects of the educational program, from assessment to planning to implementation. But the IEP process, according to many parents, can be intimidating.

What is the IEP? It's a written document that uses assessment results to develop a plan for how your child will be educated. The IEP is a written guarantee that the services determined by the team to be necessary and appropriate for the child will be delivered. It helps ensure that the school is accountable for educational results, and that all reasonable efforts are made to help the student reach the goals and objectives set out in the plan. The IEP does not guarantee that the goals and objectives will be achieved, however.

The IEP – which is reviewed and revised every year – is developed by a multi-disciplinary team. This team must include:

- you, the child's parent or guardian
- a general education teacher
- a special education teacher
- a school district representative who has the authority to commit the school district's resources to ensure that the plan will actually be implemented
- the person who conducted an assessment on your child or someone qualified to interpret and explain the assessment results

- your child, when appropriate
- other individuals invited by you or the school who have special knowledge of your child, or special expertise that is relevant to your child's education

Your attendance at the IEP is considered so important that the law requires the school to do certain things to make sure parents have every opportunity to be there. You may invite whomever you feel would be helpful to you, for example your child's regional center Counselor, child care provider, therapist, or anyone else.

Being an effective team member is an important part of the IEP process. Here are five things you can do to make yourself a more effective team member.

- 1. Keep good records** – one good way to organize the wealth of information you have received is in a loose-leaf binder with tabbed dividers for categories such as IEPs and school progress reports; records from regional center, etc.
- 2. Team up with your child's teachers** – make your child's teachers partners to assure that the best program is carried out for your child.
- 3. Observe the classroom settings where your child may be placed** – visit a number of different classroom settings to help you decide which one would be best for your child.
- 4. Learn how to develop goals for your child** – know what you want for your child and be able to state clearly what that is.
- 5. Be well prepared for the IEP meeting** – have all materials you will need and complete tasks prior to the meeting such as contacting your HRC Counselor about the meeting and inviting specialists who work with your child.

You can obtain more information about working with your child's school from the HRC booklet *Parents Team Up With Your Schools* on the web at www.HarborRC.org, from your HRC Counselor or the HRC Resource Center. Watch for a new improved and updated edition to be published in 2003.

FAMILY *matters*

SHINING STAR

By Mary Lou Wagner, Harbor Regional Center Parent

My son, Cole, will be nine years old in November. He's looking forward to Halloween, celebrating his birthday with friends, and of course, Christmas. From the outside, Cole is the epitome of an all-American boy. His interests are expanding every day. Presently, his favorite movies are Spiderman, Star Wars, Harry Potter, and The Lord of the Rings. His long-held fascination with films has made him want to be an actor, a movie director and a writer. I tell him he can be whatever he wants to be when he grows up. His father and I want to have all options available to him to achieve these and any other goals Cole sets for himself.

There's one other thing. Cole is autistic. This was our first child, so I wanted everything to be perfect. I exercised regularly, ate all the right foods, saw my doctor for regular check-ups. All in all it was a very healthy pregnancy. Prior to his second birthday, there were no immediate signs that anything was wrong. He began saying words early on. He walked at 13 months. I read books, and compared development statistics. We were convinced everything was right on schedule.

Shortly after Cole's second birthday, we noticed Cole was suddenly becoming somewhat withdrawn. Gradually, he grew increasingly unresponsive. He began having severe tantrums whenever anything

deviated from his daily routine. I suspected something was wrong, but everyone convinced me it was the terrible twos. At my insistence my pediatrician evaluated him. "He's fine," she said. Of course that's what I wanted to hear. I

wanted to believe that boys develop slower than girls. In my heart, however, I knew there was a problem.

One day my day care provider, Marilyn Allen, with whom I had only recently become acquainted, pulled me aside. It was awkward and uncomfortable for her, but she told me she was concerned about Cole's behavior patterns and his sudden distancing from the other children. I cried and hugged her. I had finally found someone who didn't know of my concerns. This someone objectively, with great care as her only motive, gave me the push I needed to find some answers. With a new boost of confidence and determination, I scheduled a second evaluation with my pediatrician. This time, she was concerned enough to introduce me to Harbor Regional Center.



Cole Wagner shows off his latest accomplishment, a presentation at school on the Titanic.

(continued on page 12)

*Shining Star
(continued from page 11)*

They responded quickly and were very sensitive to my fears. In only a few days, a counselor came to our home to do a complete psychological evaluation.



*Cole appeared
in the school play
Harry Potter.*

I had been so anxious to finally know what was causing Cole's behavioral problems, so that we could help him. It had never occurred to me that it would be something beyond my control. After conducting numerous tests, she held my hand, and said, "Cole is autistic." I felt as if my head was spin-

ning and I couldn't focus on anything else she was saying. Then came the tears, the guilt, and the anger. Why my son? What did I do wrong?

The people at Harbor Regional Center did not let me disappear into a cocoon. Instead, they introduced my family to intensive therapy programs. They pro-

vided me with educational resources. They listened when I needed to talk. And throughout, they made me feel as if Cole was the most important child in the world. Because they believe every child is.

Cole has made so much progress, he makes me treasure every moment. The strides he's taken along with the setbacks have brought us closer than ever. He's grown into a charming, well-adjusted, sensitive, caring, and intelligent individual. Cole is now a 4th grader and loves school. I hope to begin slowly mainstreaming him this year, but I'll let him set the pace. He sets and achieves new goals almost every day. Cole's socialization skills have improved so dramatically, he's become involved in after school programs. Next week he'll begin his fourth Performing Arts workshop. Drama has not only helped him focus, but it has done wonders for his self esteem. Just the other day, his teacher showed me something Cole wrote in his journal. "My parents think I'm a star." Well, he's wrong about that. We know he's a star.

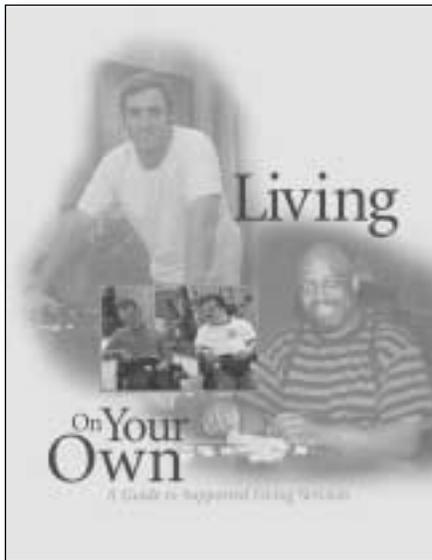
*Client Focus
(continued from page 9)*

The physical disability that makes it difficult for Starr to walk and be as mobile as she would like has never stopped her from trying new things. Starr has attended Harbor College since 1997, and received her Childcare Certificate from the San Pedro Skills Center. Going to a university and obtaining a degree in social work or teaching is part of Starr's plans. She knows that she has many years of school, but is determined. She has a boyfriend that she has been seeing almost a year now and has many friends. Five years from now Starr would like to be working in a good job and be married.

As Starr wrote, "Most children with disabilities find ways to handle themselves in difficult situations and they often learn to overcome their fears and excel in accomplishing their goals. A child with an impairment or disability, like any other child, should enjoy a fulfilling life of happiness, change, and accomplishments. I feel I am making a difference in the lives of those I meet and hopefully I am an example for all the other children who have cerebral palsy by showing them that they can live a life with cerebral palsy and that life can be very full and rewarding."

NEW MATERIALS PROVIDE INFORMATION FOR FAMILIES

Some newly-developed materials are now available through your HRC Counselor, the Harbor Regional Center Resource Center, or at www.HarborRC.org

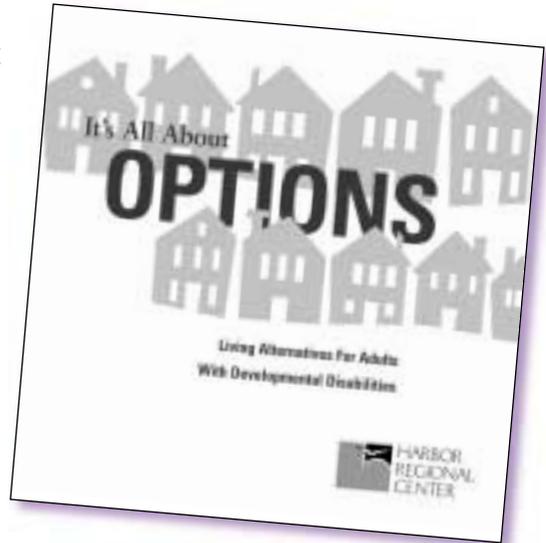


Living On Your Own - A Guide to Supported Living Services

This booklet answers eight of the most frequently asked questions about supported living. The answers to these questions can help clients and their families decide if living more independently is right for their situation. The booklet also provides Harbor Regional Center's guidelines for supported living services. The guideline reflects what supported living clients, their family members, regional center staff, and service providers think an ideal service would be like.

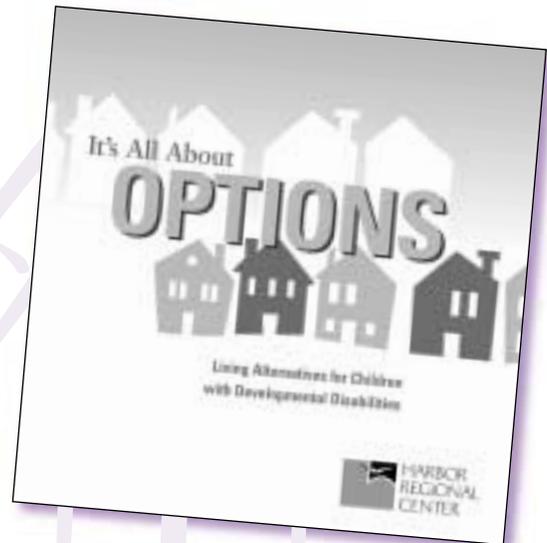
It's All About Options - Living Alternatives for Adults with Developmental Disabilities

This booklet was written for families of adults with developmental disabilities, to answer the questions that families often ask about living arrangements. In it, we describe the different kinds of options that are out there and discuss how people are supported in different settings.



It's All About Options - Living Alternatives for Children with Developmental Disabilities

This booklet was written to answer the questions that families often ask about living alternatives for children. In it we discuss the ways that the regional center can help you care for your child at home. We also talk about the different types of licensed homes and how children who live in them are supported.



SEA UN MIEMBRO EFECTIVO CON EL PLAN DE EDUCACION INDIVIDUAL (IEP) DE SU NIÑO

El mantenerse activo e informado cuando su niño esta asistiendo a la escuela es muy importante. La ley que gobierna el proceso del Plan de Educación Individual (IEP) hace un gran énfasis en la importancia de involucrar a los padres en la educación de sus niños con necesidades especiales. Los padres deben mantenerse envueltos en todos los aspectos del programa educacional, desde la evaluación hasta la planificación para llevar a cabo su implementación.

El (IEP) puede ser, según algunos padres, un proceso difícil de comprender. Que es el IEP? El IEP de su niño es un documento que utiliza los resultados de evaluaciones del niño para diseñar el plan de como el o ella van a recibir la educación necesaria. El IEP en realidad es una garantía por escrito de que los servicios determinados son necesarios y apropiados para el niño y el documento explica de que forma serán aplicados los servicios. El IEP reafirma la responsabilidad de las escuelas en demostrar resultados educacionales y también da a saber que todos los esfuerzos razonables se harán para ayudar al estudiante a lograr sus metas y objetivos según el plan. Sin embargo, debemos agregar que el IEP no garantiza de que todos los objetivos y metas en el IEP se vayan a lograr.

El IEP, que es revisado y modificado todos los años, es desarrollado por un equipo de personas que incluyen:

- usted, el tutor o guardián del niño
- maestro de educación general
- maestro de educación especial
- un representante del distrito escolar con la autoridad de aprobar los recursos del distrito escolar para asegurar que el plan sea puesto en practica.

- la persona que hizo la evaluación de su niño u otra persona capacitada para interpretar y explicar los resultados de la evaluación.
- su niño, mientras sea apropiado
- otros individuos que han sido invitados por usted o por la escuela que tienen un conocimiento especial de su niño o con una pericia especial que tiene que ver con la educación de su niño.

Que los padres estén presentes en la junta del IEP es considerado muy importante ya que la ley requiere que la escuela haga todo lo posible para que los padres puedan asistir. Usted puede invitar a cualquier persona que usted crea que le será de asistencia en la junta del IEP, por ejemplo, el consejero del centro regional, su terapeuta, proveedor de servicios o cualquier otra persona.

El ser un miembro efectivo es una parte importante del proceso del IEP. Aquí se encuentran cinco cosas que usted puede hacer para hacerse un miembro mas efectivo.

- 1. Mantenga buenos récords** – una buena manera de organizar la multitud de información que usted recibe es el archivarlo en una carpeta que el Centro Regional le obsequia especialmente para ese proposito.
- 2. Trabaje en conjunto al maestro de su niño.** Hacerse un asociado del maestro de su niño va a asegurar de que el mejor programa sea llevado a cabo para el.
- 3. Visite y observe las clases donde su niño puede ser colocado** – visite diferentes clases para que esto le ayude a seleccionar cual es la mejor para su niño.
- 4. Aprenda a desarrollar los objetivos para su niño** – sepa lo que usted quiere para su niño y sepa explicar lo que es.
- 5. Preparese bien con anticipación a la junta de IEP** – tenga sus documentos en orden y preparese para invitar esas personas que le pueden servir de ayuda a usted y a su niño, como su consejero del centro regional, por ejemplo.

HOLIDAY SCHEDULE 2002-2003

One of the proposals included in HRC's plan to reduce expenditures for 2002-2003, as required by the State Budget Act, is a uniform holiday schedule for HRC-funded day activities. The following holiday schedule includes most federal and state holidays as well as a couple of additional days around the winter holiday season, and was modified for each age group based upon input from our community. This schedule is pending approval from the Department of Developmental Services.

Early Intervention Services:

Independence Day, July 4, 2002
 Labor Day, September 2, 2002
 Thanksgiving, November 28-29, 2002
 Winter Holidays, December 23 through
 January 3, 2003
 Martin Luther King Day, January 20, 2003
 Presidents' Day, February 17, 2003
 Memorial Day, May 26, 2003

Adult Day Activity Services:

Independence Day, July 4, 2002
 Labor Day, September 2, 2002
 Veteran's Day, November 11, 2002
 Thanksgiving, November 28-29, 2002
 Winter Holidays, December 23-25, 2002,
 New Year's Holiday, December 30 through
 January 1, 2003
 Martin Luther King Day, January 20, 2003
 Presidents' Day, February 17, 2003
 Cesar Chavez Day, March 31, 2003
 Good Friday, April 18, 2003
 Memorial Day, May 26, 2003

A Letter to Harbor Regional Center
 Patricia Del Monico, Executive Director

Dear Ms. Del Monico,

After attending the public hearing on August 29, 2002, I felt compelled to tell you of my impression. Your presentation was outstanding. It was very informative and obviously well planned.

Knowing that the purpose of the meeting was to discuss cuts in services, it was quite evident that the meeting would be painful for everyone concerned. In this regard, you showed genuine empathy for those who will be affected by the \$1.8 million in cuts, and you obviously made every effort to accommodate the needs of the clients, their families, and the service providers...

We are facing the worst budget cuts that I have ever seen, and every indication points to continued cuts for the next five years. This year's 3% cut has negatively impacted many care providers. Any additional cuts in the years to come will undoubtedly result in massive program closures throughout our state. Together, we must do what we can to stop this from happening.

Now is the time for all service providers, advocacy groups, and ARCA to set aside their philosophical differences and join together with one voice against the demise of the developmental disabilities service delivery system. Without a unified approach, we will be hard pressed to protect the entitlement to services we enjoy within the Lanterman Developmental Disabilities Services Act.

On behalf of the ARC-Long Beach board of directors, our clients, their families, and our staff, I would like to thank you and your agency for keeping us so well informed during this funding crisis, and for confirming that we are all really in this together.

Sincerely,

Marion Lieberman, Parent

First Vice President, Association for Retarded Citizens, Long Beach, Inc.

BOARD OF TRUSTEES

Mr. Mariano Sanz
President
Mrs. Karen D. Kinnebrew
Vice-President
Mr. Robert F. Bethel
Treasurer
Dr. Bobbie Rendon-Christensen
Secretary
Mr. Robert A. Irlen
ARCA Representative

Ms. Rebecca Barrios
Mr. Wesley T. Dale
Ms. Kristine Engels
Byron D. Lane, Ph.D.
Ms. Colette Madore
Mr. Bruce McKinley
Mr. Vincent E. Pellerito
Mr. John Rea
Mrs. Patricia Wainwright
Mr. Mark Wirth

Patricia Del Monico
Executive Director

BOARD MEETINGS

November 19, 2002 – 6:30 p.m.
No Meeting in December
January 21, 2003 – 8:00 a.m.
February 18, 2003 – 6:30 p.m.

The Board of Trustees of the Harbor Developmental Disabilities Foundation, Inc. meets regularly once a month on the **THIRD** Tuesday of the month.

Board meetings alternate between morning and evening times to provide opportunity to people in the community to participate. Morning meetings are from 8:00 a.m. to 10:00 a.m. and evening meetings are from 6:30 to 8:30 p.m.

All regularly scheduled business meetings of the Board are open to the public and visitors are welcome to attend both morning and evening meetings of the Board. The meetings are held in Conference Room A-1 & 2 at Harbor Regional Center.

Harbor Happenings is a publication of Harbor Regional Center, a program of the Harbor Developmental Disabilities Foundation, Inc.

EditorsKathy Scheffer
Nancy Spiegel
Family Resource Center
InformationSherry Leopold
Translation.Mercedes Guzman
Photography Kathy Scheffer
Production DesignJanas Communications



HARBOR DEVELOPMENTAL DISABILITIES FOUNDATION, INC.
21231 Hawthorne Boulevard, Torrance, California 90503
www.HarborRC.org

Non-Profit Org.
U.S. POSTAGE
PAID
Torrance, CA
Permit No. 28

IN THIS ISSUE

An Open Letter to Our HRC Community About
California's Continuing Fiscal Crisis1
California's Budget Crisis Impacts
Regional Center Services1
Helping Your Child Make Friends.....4
Area Programs Assist Parents with
After-school Needs6
Donations Help Others in Need.....8
Client Focus.....9
Family Matters11
Resource Center.....13
Holiday Schedule 2002-200315